

## Linking *Foundations* to the NC Standard Course of Study: **Literacy**

<b>Foundations: Language Development and Communication (pp 36-41)</b>	<b>Standard Course of Study: Kindergarten English/Language Arts</b>
<p><u>Book and Print Awareness</u> Children begin to independently engage in reading behaviors, e.g., turning pages, imitating adults by pointing to words, telling the story.</p> <p>Children begin to hold a book upright while turning pages one by one from front to back.</p> <p>Children begin to occasionally run their finger under or over print as they pretend to read a familiar book.</p> <p>Children begin to understand some basic print conventions (e.g., concept of letter, concept of word).</p> <p>Children begin to recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).</p> <p><u>Phonological Awareness/Alphabet Knowledge/Alphabetic Principal</u> Children begin to develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discriminating).</p> <p>Children begin to enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.</p> <p>Children begin to enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.</p> <p>Children begin to play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words</p> <p>Children begin to associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound).</p> <p>Children begin to understand that letters function to represent sounds in spoken words.</p> <p>Children begin to make some sound-to-letter matches, using letter name knowledge (e.g., writes "M" and says "This is Mommy").</p> <p>Children begin to know that letters of the alphabet are a special category and are different from pictures and shapes.</p>	<p><b>COMPETENCY GOAL 1:</b> The learner will develop and apply enabling strategies and skills to read and write.</p> <p><b>Objectives</b></p> <p>1.01 Develop book and print awareness:</p> <ul style="list-style-type: none"> <li>• identify the parts of books and function of each part.</li> <li>• demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.</li> <li>• demonstrate an understanding of letters, words, sentence and story.</li> <li>• identify the title, name of the author and the name of the illustrator.</li> </ul> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding that spoken language is a sequence of identifiable speech sounds.</li> <li>• demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> <li>• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).</li> </ul>
<p>Children begin to recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them.</p> <p>Children begin to be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs).</p> <p>Children begin to recognize that print can tell people what to</p>	<p>1.03 Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> <li>• recognize and name upper and lower case letters of the alphabet.</li> <li>• recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.</li> <li>• name, and environmental print such as signs, labels, and trademarks.</li> </ul>

<p>do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).</p> <p>Children begin to learn to identify their name and the names of friends.</p> <p>Children begin to pretend to read familiar books in ways that mimic adult reading.</p> <p>Children begin to occasionally run their finger under or over print as they pretend to read a familiar book.</p> <p><u>Motivation for Reading</u> Children begin to show an interest in books, other print and reading-related activities, including using and sharing books and print in their play.</p> <p>Children begin to enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.</p> <p>Children begin to attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.</p>	<ul style="list-style-type: none"> <li>recognize most beginning consonant letter-sound associations in one syllable words.</li> </ul> <p>1.04 Read or begin to read:</p> <ul style="list-style-type: none"> <li>read or attempt to read own dictated story.</li> <li>attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.</li> </ul> <p>1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.</p>
<p>Children begin to develop knowledge about their world (what things are and how they work) and use this knowledge to make sense of stories and information books.</p> <p>Children begin to use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.</p> <p>Children begin to relate personal experiences to events described in familiar books.</p> <p>Children begin to discuss books by responding to questions about what is happening in stories and predicting what will happen next.</p> <p>Children begin to imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play.</p>	<p><b>COMPETENCY GOAL 2:</b> The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p><b>Objectives</b></p> <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).</p> <p>2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).</p> <p>2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.</p> <p>2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).</p> <p>2.05 Predict possible events in texts before and during reading.</p> <p>2.06 Understand and follow oral-graphic directions.</p> <p>2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.</p> <p>2.08 Distinguish fantasy from reality when reading text.</p> <p>2.09 Identify the sequence of events in a story.</p>
<p>Children begin to understand increasingly complex sentences, including past, present, and future tenses.</p> <p>Children begin to comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information, and beliefs).</p> <p>Ask questions about a story or information in a book.</p> <p>Discuss books by responding to questions about what is happening in stories and predicting what will happen next.</p>	<p><b>COMPETENCY GOAL 3:</b> The learner will make connections through the use of oral language, written language, and media and technology.</p> <p><b>Objectives</b></p> <p>3.01 Connect information and events in text to experience.</p> <p>3.02 Discuss concepts and information in a text to clarify and extend knowledge.</p> <p>3.03 Associate target words with prior knowledge and explore an author's choice of words.</p> <p>3.04 Use speaking and listening skills and media to connect experiences and text:</p> <ul style="list-style-type: none"> <li>listening to and re-visiting stories.</li> <li>discussing, illustrating, and dramatizing stories.</li> <li>discovering relationships</li> </ul>

<p>Children begin to use increasingly complex and varied language structures, sentences, and vocabulary</p> <p>Children begin to ask questions and make comments related to the topic of discussion.</p> <p>Children begin to use language to establish and maintain relationships</p> <p>Children begin to describe experiences and create and/or retell simple stories.</p> <p>Children begin to initiate and engage in conversations.</p> <p>Children begin to consistently respond to requests for information or action (e.g., respond to questions and follow one- and two-step directions).</p> <p>Children begin to understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices.</p> <p>Children begin to use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences).</p> <p>Children begin to use language as a part of pretend play to create and enact roles.</p>	<p><b>COMPETENCY GOAL 4:</b> The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p><b>Objectives</b></p> <p>4.01 Use new vocabulary in own speech and writing.</p> <p>4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).</p> <p>4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.</p> <p>4.04 Maintain conversation and discussions:</p> <ul style="list-style-type: none"> <li>• attending to oral presentations.</li> <li>• taking turns expressing ideas and asking questions.</li> </ul> <p>4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).</p> <p>4.05</p> <ul style="list-style-type: none"> <li>• write from left to right and from top to bottom.</li> <li>• write most letters and some words when dictated.</li> </ul> <p>4.06 Write and/or participate in writing behaviors by using authors' models of language</p>
---	--

#### Foundations for Writing

Children begin to play with writing letters and mastering conventional letterforms, beginning with the first letter of their name.

Children begin to use known letters and approximations of letters to write their own name.

Children begin to attempt to connect the sounds in a word with its letterforms.

Children begin to independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).

Children begin to use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers).

Children begin to use a variety of writing in their play and for a variety of purposes e.g., labels, lists, signs, messages, stories).

Children begin to represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.

Children begin to learn how to tell their thoughts for an adult to write.

**COMPETENCY GOAL 5:** The learner will apply grammar and language conventions to communicate effectively.

#### **Objectives**

5.01 Develop spelling strategies and skills by:

- representing spoken language with temporary and/or conventional spelling.
- writing most letters of the alphabet.
- analyzing sounds in a word and writing dominant consonant letters.

5.02 Use capital letters to write the word **I** and the first letter in own name.

5.03 Use legible manuscript handwriting.